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ABSTRACT

During the 1993-94 program year, enrollment in secondary and postsecondary vocational education (VE) programs in Hawaii totaled 20,788 and 8,645, respectively. VE services were provided primarily through Hawaii's 39 public secondary schools, 7 public community colleges, and the University of Hawaii Community Colleges Employment Training Center. VE program development and improvement efforts in 1993-94 were directed toward meeting the national objectives of VE enumerated in the 1990 Perkins Act and thus focused on the following: statewide planning and leadership activities; secondary, postsecondary, and adult VE programs; single parents/displaced homemakers programs; sex equity programs; and programs for criminal offenders. Substantial efforts were again made in the development of tech-prep. Curriculum development efforts at the secondary level focused on making course work more "applied" in nature and on integrating academic and vocational/occupational instruction. In 1993-94, 43 employers in Hawaii's tourist industry were interviewed regarding their satisfaction with provision of VE in Hawaii, and 101 VE students were surveyed regarding their plans/aspirations and satisfaction with VE. The employers and students alike appeared highly satisfied with Hawaii's VE program. (Appended are secondary and postsecondary statistical summaries.) (MN)

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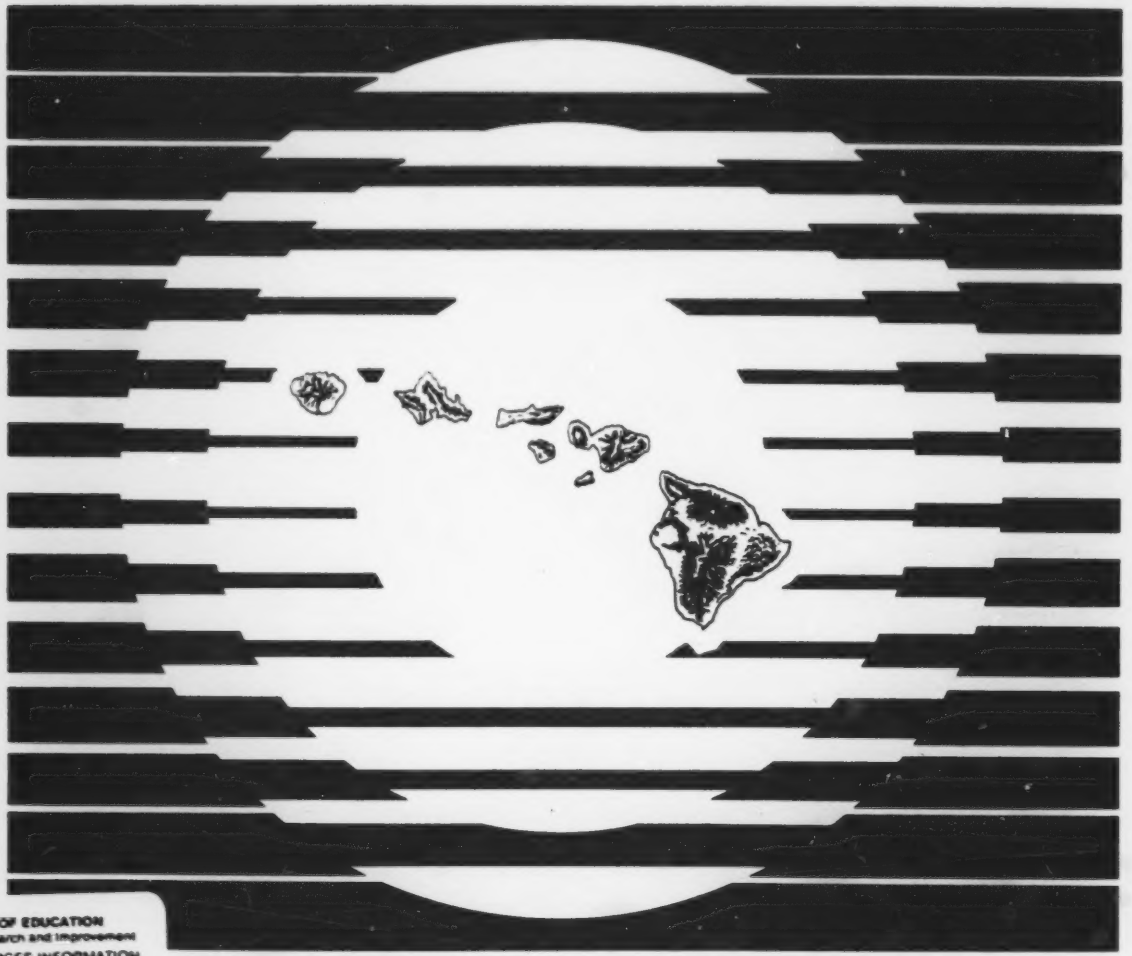
ED 384 740

HAWAII ANNUAL PERFORMANCE REPORT FOR VOCATIONAL EDUCATION: 1993–1994

December
1994



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For the Vocational Education State-Administered Program Under the Carl D. Perkins Vocational and Applied Technology Education Act

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STATE BOARD FOR VOCATIONAL EDUCATION

Hawaii Annual Performance Report for Vocational Education: 1993-94

For the Vocational Education State-Administered Program
Under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990

December 1994

Office of the State Director for Vocational Education
State Board for Vocational Education
University of Hawaii, Sinclair Annex 1
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Foreword

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392, presented numerous new compliance requirements and some new opportunities for the State Board for Vocational Education. Section 235(a) of the Act stipulates three requirements on the use of Perkins basic grant funds: (1) program improvement; (2) full participation of individuals who are members of special populations; and (3) use of funds at a limited number of sites or in a limited number of program areas. Furthermore, Section 235(b) of the Act requires that priority for assistance be given to sites or programs that serve the highest concentration of special populations. Section 235(c) further stipulates that funds may only be used to fund vocational education projects that are of sufficient size, scope, and quality to be effective. These projects must integrate academic and vocational education through a coherent sequence of courses designed to achieve academic and technical competencies. These projects must provide equitable participation for special populations.

In addition to the basic grant, Titles II and III of the Act provide funds for state leadership activities, equity programs, programs for criminal offenders, consumer and homemaking, community-based organizations, and Tech Prep programs. Title I mandates each state to establish a Committee of Practitioners to develop a statewide system of core standards and measures of performance for secondary, post-secondary, and adult vocational education programs. These standards and measures had to be approved by the State Board for Vocational Education and implemented within the State by September 1992. The effectiveness of programs funded under this Act was, in large part, based on these core measures and standards.

This report is authorized in fulfillment of the use of funds from the Perkins Act. The report covers the twelve month program year from July 1, 1993 through June 30, 1994.

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Introduction

The federal assistance act requires that each state participating in the federal program prepare an Annual Performance Report. This document fulfills that requirement. The staff of the U.S.D.O.E. have indicated they would like the states to continue to provide annual reports regarding their progress in vocational education. They use such reports to respond to queries from Congress. This is also consistent with Section 117 of the Law.

Hawaii is also in the process of developing a first class mechanism for extracting and analyzing demographic and student data. Particular progress has been made in this area at the post-secondary level. In Hawaii we would like the Annual Performance Report to be used not only by those ensconced in the administrative infrastructure of education but the lay public as well.

Accountability has increasingly become more important in the area of federal assistance legislation. The increased demand for evaluation and assessment reflects the rising expectations of our society for government sponsored programs to provide demonstrable results.

Accountability should be viewed as a useful tool to improve the effectiveness of managing the programs. This document is a measure of self-assessment and includes what has been accomplished in relation to meeting the objectives and requirements as set forth in Hawaii's Multi-Year State Plan for Vocational Education.

The benefits of defining goals, assessing the progress of attaining the goals, and making the results available to the community will only serve to increase the public's confidence in Hawaii's vocational/occupational education programs.

Section 1.0

General Considerations

1.1 State Programs and Priorities

Vocational/occupational education in Hawaii has many objectives and purposes. The chief priority, from the State's point of view, is to train skilled technicians to meet the recurrent employment needs of established economic enterprises and the new needs of emerging industries. We seek to be economically competitive nationally and in the international arena as well. Vocational/occupational education in Hawaii also shares the objectives entailed in the present federal assistance legislation. Emphasis, as required by law, is placed on the particularistic needs of "special populations" and on the general improvement of programs offered to all students on an equal basis.

Vocational/occupational education in Hawaii takes place primarily at the 39 public secondary schools, 7 public community colleges, and the University of Hawaii Community Colleges Employment Training Center.

Instruction takes place in the following generic, economic enterprise areas:

(1) agriculture/aquaculture

(2) business

(3) construction

(4) electrical/electronic

(7) technical/graphic

(8) mechanical

(9) personal/public service

Besides providing vocational/occupational education for immediate employment for some students, the secondary schools prepare students for advanced training at post-secondary institutions, and permit vocational/occupational exploration. High schools also provide consumer and homemaking programs.

Post-secondary schools have been able to place many graduates at levels above those traditionally associated with job entry. They also have brought many students up to the competence levels necessary in basic skills for successful

completion of a technical training program. The community colleges provide most of the "related instruction" for apprenticeship programs.

A major theme of vocational/occupational education in Hawaii has been integration. Integrated efforts have been stressed in areas such as: "Academic-vocational", "school/work" and "secondary/post-secondary."

1.2 Federal Priorities - Special Populations and Program Improvement

As will be demonstrated subsequently in this document, the State of Hawaii has pursued the national objectives spelled out in the Carl Perkins Act of 1990.

With regards to Title II, funds allotted under the Basic Grant were spent in the manner prescribed by law. These were and are:

State Programs and State Leadership Activities;

Secondary School Vocational Education Programs;

Postsecondary and Adult Vocational Education Programs;

Single Parents/Displaced Homemakers Programs;

Sex Equity Programs; and

Programs for Criminal Offenders.

Under Title III, monies were expended for purposes consistent with funding for consumer and homemaking at the secondary level. The function of coordinating consumer and homemaking at the state level resides in a position that has no shared responsibilities. The State continued to fund counseling and guidance at levels equal to or greater than those expended in the year before the passage of P.L. 101-392. A substantial effort was again made in the area of Tech-Prep which is covered in Title III, Part E of the Act.

The curriculum development efforts being made at the secondary level are designed to make the course work in most basic and academic subjects more "applied" in nature. Efforts to integrate academic instruction with vocational/occupational instruction also received a high priority.

1.3 The Critical Role of Federal Assistance

We are all aware that advances in technology have been greatly accelerated in the last several decades. Technicians must be trained and retrained on ever changing equipment. The sophistication of equipment has increased in such areas as electronics repair, respiratory therapy, and business applications to name a few. People trained on obsolete equipment or by instructors who have not been availed of in-service upgrading are at a substantial disadvantage.

While most of the funding for vocational/occupational education comes from State funds (in Hawaii no "local" funds are involved), the ability to keep training programs relevant rests to a great extent on the margin provided by the federal assistance act. Clearly, vocational/occupational education is more expensive and subject to significant changes in curriculum content than general education. Without federal financial assistance, it is less likely that there would be new programs in emerging and high technology areas. The existing programs, which need continued renewal because of advances in technology, would become increasingly less relevant.

1.4 Outcomes

1.4.1 Employer Satisfaction

One of the best ways to determine how well our vocational education programs are performing, is by obtaining feedback from the consumers of our school's vocational education products. One of the largest beneficiaries and/or consumers of our production endeavors are the employers in our business and industrial communities. At frequent intervals, the Office of the State Director for Vocational Education has conducted a survey of businesses throughout the State to ascertain the level of satisfaction of those employers with the level and content of vocational training offered by our public schools and community colleges.

In the program year 1993-1994, 43 employers in the critical tourist industry were interviewed in depth regarding their satisfaction with the job that the public schools and colleges were doing in providing vocational

preparation.* Their general reactions were positive. While they continued to be critical of some aspects of basic skills instruction, the great majority gave the public institutions high marks in the area of vocational/occupational preparation.

Employers were asked if former students who had enrolled in a vocational education program made better employees than those who had no such training. For those hired with only a high school degree, over 81% percent replied in the affirmative.

Employers hiring applicants with a community college background agreed. Nearly 75% percent of the firms felt that a vocational/ occupational education background provide a superior and sometimes essential preparation for the generic skill area for which they were hiring.

In Hawaii we are faced with something of a dilemma. One of the traditional admonitions of vocational education is not to train people for jobs that do not exist. However, should we concentrate on training people for the semi-skilled, low paying positions that do exist, such as those in the tourist industry, or do we prepare highly skilled artisans for high paying positions for which there is very little demand at present? If we don't train people in sophisticated technologies, how will Hawaii ever attract industries in these areas?

Hawaii has one of the highest, if not the highest, costs-of-living in the United States. Reliance on an economy based on low-paying, tourist based, and service oriented occupations would seem unwise. Improved liaison with the existing industrial infrastructure and potential investors in this state will be necessary in the planning for high skill occupational training programs. Basic education, particularly for "at risk" and "special populations" needs to be intensified. Mastery of fundamental competencies will be necessary for even unskilled or semi-skilled positions in the tourist industry (e.g. bellperson, busperson, and housekeeper).

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* Source: Broadbent, William A. *Accountability as Measured by Employer Satisfaction in Hawaii's Tourist/Hospitality Industry: 1993-1994* (Honolulu: Office of the State Director for Vocational Education, 1994).

Skilled areas that exist in the hospitality industry such as secretarial, accounting, and food preparation need to be given as much or greater attention. And, all those, who deal with the public, in the states predominant industry, tourism, need to be knowledgeable about Hawaiiana, functional in conversational Japanese, and have hospitality sensitivity.

Please consult the companion document which is enclosed and entitled *Accountability As Measured by Employer Satisfaction in Hawaii's Tourist/Hospitality Industry: 1993-1994.*

1.4.2 Student Satisfaction

A second relevant criterion involves the satisfaction of students with the vocational education experience they received. In 1994, 101 students were asked to fill out surveys regarding their plans and aspirations. These students were enrolled in "occupationally oriented" programs that included "Tech-Prep," "Career Academy," and "Cooperative Education." This was followed by an interview of a sample of the students who had completed the questionnaire.

Of primary interest was the self-perceptions of the graduates relative towards their progress in achieving their career goals. The participants were overwhelmingly positive. The great majority said they felt they were making "good progress."*

As these materials are provided under separate cover, their contents need not be reported herein.*

* Please refer to the companion documents which will be forwarded subsequently and are entitled *A Partial Review of Selected Vocational Programs in Hawaii: 1993-1994* and *A "Qualitative" Follow-up of Selected Students in Unique Vocational Education Programs in Hawaii , 1993-1994.*

Section 2.0

Core of Standards and Measures of Performance

(U.S.D.O.E. Numerical Designation: I,
Reference in Law: Title I, Part B, Section 512)

2.1 Membership of Committee

The core of standards and performance was developed and implemented in a manner consistent with Title I, Part B, section 115 of the Act. The system was implemented within the time frame prescribed by the law. Eligible recipients were given the opportunity to make local modifications to the system based on economic, geographic, demographic factors, and the characteristics of the population to be served. Such modification conformed to the assessment criteria contained in the State Plan.

The members of the Committee of Practitioners and the constituencies they represented were:

Mr. Tony Calabrese	LEA Administrator Representative
Ms. Denise Matsumoto	Board of Education Representative
Ms. Jean Miyahira	Teacher Representative
Ms. Thelma Nip	School Administrator Representative
Ms. Jodi Nozoe	Student Representative
Mr. Mike Rota	Postsecondary Representative
Ms. Lily Tokuhara	Parent Representative

The composition of the Committee is consistent with the guidelines provided in Section 512 (a) of the Carl Perkins Act of 1990. No replacements to the committee were necessary. The ex-officio members of the Committee of Practitioners are:

Dr. William Broadbent	Coordinator for Planning and Evaluation, OSDVE
Dr. Alan Kohan	State Director for Vocational Education

2.2 Activities Undertaken

In 1993 the following took place:

(1) The Committee made recommendations to the State board with respect to revising standards and measures to be used under this section.

(2) To assist the Committee in formulating recommendations, the State board provided to the Committee information concerning differing types of standards and measurements, that included:

a. the advantages and disadvantages of each type of standard or measurement;

b. instances in which such standards and measures have been effective in other areas, and in the past; and

c. instances in which such standards and measures have not been effective.

2.3 Decisions Reached

On October 20, 1994, the Committee of Practitioners met to consider the results of the second year of implementation. These data and information follow in Charts 1 and 2.

It was reported that all objectives at the secondary level had been realized. The data from the community colleges were also reviewed. All objectives had also been met at this level.

The Committee formally approved the results of the second statewide assessment. They also unanimously approved a proposal to increase the benchmarks for the secondary schools on objectives #1 and #2. The new objectives specify an attainment level of 80% as opposed to the old criterion of 75%. This item has to do with the HSTEC test of basic skills and is listed as 115, (b), (1). The second benchmark was raised from 75% to 90%. This criterion is listed as 115, (b), (2), (c).

The Vocational Education Coordinating Advisory Council (VECAC) met on October 25, 1994 and voted to approve the modifications to the Core of

Standards and Measures of Performance as recommended by the Committee of Practitioners. However, VECAC made a minor wording change to the Criterion Section 115(b)(2)(C). Before, the measure stated, in part: "...prior to their 18th birthday." VECAC suggested revising the measure to read: "...prior to, or in, their 18th birthday."

During the November, 1994, meeting of the State Board for Vocational Education, the State board approved the recommendations of the Committee of Practitioners and VECAC.

Chart 1

CORE OF STANDARDS AND MEASURES: SECONDARY
1993-94 STATE SUMMARY

Criterion	Measure of Performance	1993-94 Data
(115,(b), (1)). Measures of learning competency gains, inlcuding student progress in the achievement of basic and more advanced skills.	At least 75% of the vocational education students will pass the State mandated HSTEC test by the completion of their senior year.	Number of vocational education students (seniors only) 3,958 Number of vocational education students passing HSTEC 3,689 Percentage of vocational education senior students passing HSTC 93%
(115, (b), (2), (A)). Measures of performance in competency attainment.	At least 80% of students enrolled in vocational education courseds will complete their course work as measured by instructor's semester assessments.	SEM 1 / SEM 2 Number of vocational education students enrolled 9,332 / 9,266 Number of vocational education students passing 8,935 / 8,963 Percentage of vocational education students passing 96% / 97%
(115, (b), (2), (B)). Measures of job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain emploument in the field for which the student has been prepared.	At least 50% of the students who inform counselors of their desire to obtain employment on graduation will obtain a relevant and meaningful job.	Number of senior students requesting counseling for employment 688 Number of senior students employed full-time upon graduation 375 Percentage of senior students employed upon graduation 55%
(115, (b), (2), (C)). Measures of performance in the area of retention in school or completion of secondary school or its equvalent.	At least 75% of the vocational education students will achieve a high school diploma or its equivalent prior to their 18th birthday.	Number of vocational education students in senior year 3,958 Number of vocational education students graduating 3,786 Percentage of vocational education students graduating 96%
(115, (b), (2), (D)). Measures of performance in the areas of placement into additional training or education, military service, or employment.	At least 45% of the vocational education students monitored will be involved in some form of post-secondary training on graduatioin from high school or enter the military.	Number of senior students responding to survey 3,958 Number of respondents who intend to join the military or have applied for post-secondary education 1,884 Percentage of students who intend to join the military or have applied for post-secondary education 48%

revised 9/22/94

Chart 2

University of Hawaii Community Colleges
Performance Standards and Core Measures*

Describe the progress made in developing, articulating, and implementing the Statewide system of performance standards and core measures for secondary, postsecondary and adult levels.

Standard 1:

At least 60% of vocational education students enrolled in remedial/developmental courses in mathematics and English will complete the course with a passing grade as measured by credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (2,227) in remedial and developmental mathematics and English courses was **79.76%**.

Standard 2:

At least 65% of vocational education students enrolled in general education courses will complete the course with a passing grade as measured by the credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (5,993) in general education courses was **88.44%**.

Standard 3:

At least 65% of vocational education students enrolled in vocational education courses will complete the course with a passing grade as measured by the credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (12,625) in vocational education courses was **94.74%**.

Standard 4:

At least 50% of vocational education students will be retained in their program of study for two or more terms.

The retention rate for all vocational education students enrolled was **57%**.

Standard 5:

At least 70% of vocational education program graduates will attain employment in a job related to their training, will be enrolled for additional training, or will have entered the military service.

The employment rate for vocational education program graduates was **70%**.

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*Note: During the 1992-93 academic year, the University of Hawaii Community Colleges adopted a new process, the Program Health Indicators Model, for the review of academic programs. The Program Health Indicators Model provides a standard format for the development and conduct of comprehensive program reviews on an annual basis and provides both a description and evaluation of important elements of academic programs.

The adoption of the Program Health Indicators Model was instigated by several factors, including the desire for systematic annual examination of academic programs (an additional reporting requirement of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990), the successful use of a pilot version of the model at Kapiolani Community College, and the experience of the University of Hawaii Community Colleges in completing the Comparative Assessment of Performance.

Section 3.0

Narrative Summary/Secondary:

Federal Priorities

3.1 Secondary Programs, Services and Activities
(U.S.D.O.E. Numerical Designation: II, Reference in Law: Title II, Part C, Sections 231-232)

- Number of students served

  See Appendix A.

- Types of secondary institutions conducting programs

  All 39 high schools in the statewide Department of Education offer vocational education in a comprehensive setting.

- Description of programs, services and activities per Section 235 of the Law

  Upgrading of curriculum:

  Workshops were conducted to provide teachers with updated curricula which include interdisciplinary delivery approaches in the infusion of basic academic core content with vocational content.

  Equipment, instructional aids:

  Equipment for supplemental program improvement activities to enhance classroom instruction through the use of technology appropriate equipment was purchased by the 30 schools qualifying for federal assistance. Equipment included computers/peripherals and diagnostic programs to provide supplementary learning experiences that integrate basic academic skills instruction through applied technology.

  Inservice training for vocational and academic instructors:

  Workshops were held on a statewide basis to provide direction in the planning, development, and evaluation of vocational-technical programs. Workshops on implementation strategies for the integration of academic and vocational education were also provided.

  Guidance and Counseling:

  Sex equity, job placement, assessment, evaluation, transition, and other career guidance related activities were provided to students.

Remedial courses:

Part-time temporary (PTT) basic skills instructors assisted vocational education students with basic skills remediation in the vocational classroom site.

Adaptation of Equipment:

Where necessary, adaptation of equipment was implemented.

- Tech-Prep Programs

  Staff development opportunities to support curriculum development and articulation were initiated at various schools throughout the state. Workshops and technical assistance provided foundation to assist schools with the integration of academics and vocational instruction.

- Exemplary Programs

  There were no programs certified as being exemplary in 1993-1994.

3.2 Single Parents, Displaced Homemakers and Single Pregnant Women Program
(U.S.D.O.E. Numerical Designation: III, Reference in Law: Title II, Part B, Section 221)

- Total number of single parents and single pregnant women served at the secondary level

  Demographics of the pregnant and parenting teen population served at the secondary level are found in the Table I.

- Description of services provided in single parents and single pregnant women

  Statewide, there are thirty-one pregnant and parenting teen programs of which eighteen schools applied to become a part of the "Pregnant Teen and Adolescent Parent Vocational Development Project for SY 1993-95." Funding was received for two years which allowed for the expansion of the number of schools participating in the previous grant from twelve sites to eighteen sites. Thirteen of these schools were able to meet or exceed the grant objectives. These objectives were to provide: 1) forty child-care slots for infant and toddlers of parenting teens, 2) assistance so that vocational courses and career awareness are a part of the pregnant and parenting teens educational program, and 3) provide case managers

to augment and assist in the academic, career, and vocational needs of students at school sites where teen parent enrollment was high.

- Description of special delivery methods that are unique and/or effective

What services seem to be the most needed by single parents and single pregnant women?

Begin a demonstration child care program with federal funding from the Office of Children and Youth

Use a social worker intern to provide additional assistance in one of the largest programs statewide

Hawaii is in its third year of implementation with the National Diffusion Network's curriculum, Adolescent Parent Resource Guide which is used in the Graduation, Reality, and Dual-Role Skills (GRADS) course. This elective course is offered in the secondary public schools for all pregnant and parenting teens. GRADS has enabled students to gain the knowledge and skills necessary to become more effective parents, to balance their school, work, and family responsibilities, and to gain understandings in appropriate health care practices and child development. With additional funds from the Single Parent grant, forty-three students in need of funding have received assistance to continue their education and graduate from high school.

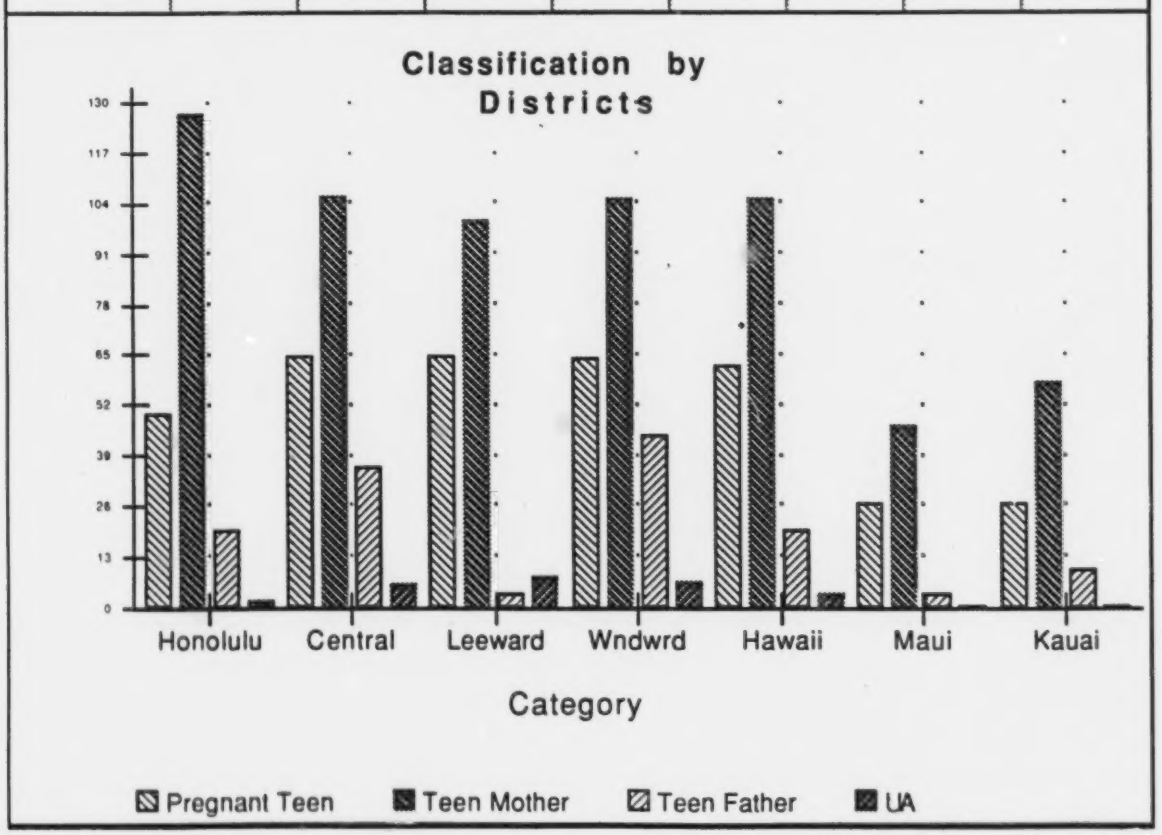
Additional assistance for this program has been provided by the State Legislature through continued funding ($634,056) of twenty-one teachers for the Pregnant and Parenting Teen program and six part-time teacher positions. Thirty high schools received either a full-time and/or a part-time teacher depending upon the size of the program in the high school.

Overall 1,173 pregnant and parenting teens were provided services during SY 1993-94. These students were primarily from grades 9-12, with over half of these students in grades 11-12. A total of 648 teen mothers and 138 teen fathers were provided counseling and/or were enrolled in the GRADS course. (See Table I.)

Table I

Classification of Pregnant and Parenting Teens by District 1993-94

Class	Honolulu	Central	Leeward	Wndwrd	Hawaii	Maui	Kauai	Dist Tot
Pregnant Teen	50	65	65	64	62	27	27	360
Teen Mother	127	106	100	105	105	47	58	648
Teen Father	20	36	4	44	20	4	10	138
UA	2	6	8	7	4	0	0	27
Total	199	213	177		191	78	95	1173



UA = Unavailable

A two-day Technical Assistance Meeting was held in November, 1993, with the Office of the State Director for Vocational Education and the Department of Education for 100 high school teachers of pregnant and parenting teens, school health personnel, and administrators. Topics on empowering teen parents through career development, understanding domestic violence, public welfare services, educational financial aid, as well as data collection, financial support systems were provided.

The August, 1994 statewide home economics conference provided a session for teachers of pregnant and parenting teens where data collection, child care, and resource materials were discussed and made available.

Collaboratively, the Departments of Education, Health, and Human Services, the Governor's Office of Children and Youth, public and private agencies, and the Office of the State Director for Vocational Education have worked together to provide appropriate services and funding for the pregnant and parenting teens.

Hawaii Kids at Work, a private agency, and the department of Human Services through JOBS are in their second year of assisting with child care services for parenting teens at two high schools in Honolulu District.

- Exemplary program in this area

  McKinley High School's Young Parent program is a comprehensive model program with a full-time teacher dedicated to this effort. Students in this program are mainstreamed and all are enrolled in the GRADS course. This past year, all of the 11th or 12th grade students enrolled in a vocational course. Some of the students were enrolled in the Employment Training Center's program where academic and vocational courses were provided after school and on weekends, so they could complete their course work and graduate with their senior class. Some of these students have been employed, are currently employed, or are enrolled in the Cooperative Education work-study program. In addition, several students are in a career shadowing program. A successful child

care program for the parenting teens' infants has been provided using Carl Perkins funds, as well as funding from Hawaii Kids at Work.

3.3 Sex Equity

- Total number of students in sex equity programs
  (U.S.D.O.E. Numerical Designation: IV, Reference in Law: Title II, Part B, Section 222)

  Approximately 125 students received information on gender equity issues from the Sex Equity Resource Teacher on the following occasions:

  Sixth Annual Hawaii State Skill Olympics (Vocational Industrial Clubs of America) breakout session on the "Changing Roles of Men and Women." Two sessions were held for 70 VICA members.

  For a Job Training Partnership Act summer program at Kau High School, 11 students received training in breaking down gender stereotypes and bias.

  VocFest'94 gave students an opportunity to explore nontraditional occupations.

- Description of services provided to reduce sex bias and stereotyping in vocational-technical programs

  The Occupational Development Section (ODS), Department of Education, submitted a proposal to the Office of the State Director for Vocational Education (OSDVE) requesting the services of a full-time resource teacher to coordinate the Department's efforts to institutionalize sex equity initiatives in agriculture, business, family and consumer science, and industrial education program areas.

  A resource teacher was hired for the period from September 1993 to June 1994 to plan, coordinate, and implement strategies and activities to reduce sex bias and stereotyping and to promote nontraditional career options. The following were accomplished:

  Thirty-five DOE vocational educators and counselors from 18 schools participated in a one-day training on working relationships with Amanda Smith, Gender Equity Specialist. This activity was

open to community agencies and the community colleges with more than 110 participants in attendance.

Ten teachers and counselors participated in a two-week course, Educators-in-Industry, where they shadowed nontraditional workers and learned about career opportunities, gender barriers, and training requirements.

Two exhibits featuring nontraditional career options were prepared for VocFest'94, an annual community event at a large shopping center. Parents, businesses, and the community were the target population for this activity.

Technical assistance and training on issues of access, recruitment, and retention of nontraditional students were provided for 11 schools. A Vocational Industrial Clubs of American Conference breakout session, and a Job Training Partnership Act class at Kau High School were also provided. In addition, presentations were made at the College Board Conference, district registrars meeting, district equity seminar, community colleges, and Board of Education Vocational Education Committee meeting.

A week long, hands-on "marketing vocational equity" workshop that produced posters, display materials, registration brochures, and other recruitment resources was conducted. Twenty-six teachers and tech-prep teams participated.

A Third Annual Vocational Education Sex Equity Inservice Training conference was attended by 13 teachers and counselors.

Draft copies of the Vocational Education Sex Equity Plan and Component were distributed to vocational educators for review and comment. Suggestions will be incorporated in the revised document to be published in the fiscal year 1994-95.

The Vocational Education Sex Equity Project sponsored five activities to infuse gender equity training into the classroom. These activities were as follows:

(1) Vocational Education Sex Equity Spring Workshop (March)

(2) Educators-in-Industry (June)

(3) Amanda Smith Training (June)

(4) Marketing Gender Equity Across Vocational Education (June)

(5) Third Annual Vocational Education Sex Equity Inservice Training (August)

Participants included 2 agriculture teachers, 20 business teachers, 8 home economics teachers, 5 industrial education teachers, 10 counselors, 1 registrar, 1 special education, and 5 others (art, science, intermediate school, administrator, etc.). Of this number 12 participated in more than one equity workshop.

- Description of the accomplishment of preparatory services and vocational-technical education programs and supportive services for girls and women aged 14 to 25

  Vocational educators and registrars were encouraged to collaborate on the grouping of girls in the under-represented vocational classes. The Vocational Education Spring Sex Equity Inservice Training and the Third Annual Vocational Education Sex Equity Workshop focused on retention and provided a support system at the school with peer groups, counselors, vocational educators, and community role models.

- Exemplary programs in this area

  Castle, Farrington, Kahuku, Kailua, Kauai, Konawaena, Roosevelt, Waipahu, Kaimuki, McKinley, Lanai, and Nanakuli High Schools have participated in two or more workshops seeking ways to reduce sex bias and stereotyping in the classroom. These workshops also provided information about counseling students on nontraditional career options and modeling fairness in their classroom. Leilehua High School has incorporated teams of teachers in the vocational and academic areas to strengthen communication with the vocational student offering information and encouragement for future employment. Waiakea High School has consistently supported gender equity training by providing a

Table II

School Participation in Sex Equity Activities for 1993-94

Schools	Sex Equity Spring WS March 12-12, 1994	Educators-in-Industry June 13-24, 1994	Men and Women--Working Partners, Amanda Smith, June 27, 1994	Marketing Gender Equity Across Vocational Education, June 27-July 1, 1994	Third Annual Sex Equity Summer Inservice Training, August 2-3, 1994
Castle	1	1	1	1	1
Farrington	1		1		
Kahuku		1	5	3	1
Kailua			2	2	1
Kaimuki			3	3	1
Kapaa	1				
Kauai	2	1	1	1	1
Konawaena	1		1		
Lanai	2		1	1	
Leilehua			3	3	
McKinley	2	1			2
Nanakuli	3		2	1	
Pahoa	1				
Roosevelt			2	2	1
Waiakea					3
Waipahu	1	1	1	1	
ODS	1	1	3	1	
Salt Lake El.				1	
Central Inter.		1	1		
Kaiser		1	1		
Kalaheo		1	1	1	1
Mililani			1	1	
Pearl City		1	3	3	1
Radford			1		
New Mexico			1	1	
TOTALS	**16**	**10**	**35**	**26**	**13**

minimum of three representatives to the August/September training for the past two years. These schools have demonstrated commitment to gender issues by planning and implementing awareness activities throughout the year. They have collaborated with parents, business and industry partners and with government agencies to provide access to vocational programs for all students.

3.4 Criminal Offenders in Corrections Institutions

(U.S.D.O.E. Numerical Designation: V, Reference in Law: Title II, Part B, Section 225)

- Numbers served through programs in correctional institutions

  A total of 25 students participated in horticulture (10) and auto mechanics (15) programs for youthful offenders. Twenty-four were males and 1 was female.

- Types of institutions participating

  The Hawaii Youth Correctional Facility is the participating institution.

3.5 Special Populations

(U.S.D.O.E. Numerical Designation: VI, Reference in Law: Title I, Part B, Section 118)

3.5.1 Handicapped

- Number of handicapped served in programs

  1,300 in Workplace Readiness units; 1,130 have been "mainstreamed."

- Achievements in providing equal access for handicapped; in recruitment; coordination between special education and vocational education; assessment; career development; and transition from school to work

  Students with special needs are eligible to register and participate in the most integrated setting possible in all vocational education programs offered in the schools and were assisted in fulfilling the transitional requirements of Section 626 of the Education of the Handicapped Act.

- Description of the impact of supplemental services provided to the disabled

  Support programs with supplemental services designed to help students with needs in vocational-technical training were available throughout the State. All students referred to these programs were designated as being "special education" students. Each participant had an Individualized Education Program (IEP) which was maintained in confidential files. These files were reviewed and updated regularly.

  Students served through the support program were exposed to a variety of vocational experiences and are provided supplemental services and activities to meet their special needs.

- Exemplary programs

  No new programs identified.

3.5.2 Limited English Proficient (LEP)

- Number of LEP individuals

  775

- Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program

  Department of Education administrators and support personnel were oriented on the intent, expectations, and requirements of the Carl D. Perkins Act, P.L. 101-392. The major focus was on descriptions of target populations to be served, program requirements, and accessibility. All Limited-English Proficient students were informed of opportunities in vocational education through counseling sessions and course registration materials. In addition, PTT basic skills instructors assisted LEP individuals in the vocational education classrooms.

- Exemplary programs

  Exemplary programs are in the process of being identified.

3.5.3 Disadvantaged

- Number of disadvantaged individuals

  951

- Description of the impact of supplemental services provided to the disadvantaged

  All academically and/or economically disadvantaged individuals were made aware of the opportunities in vocational education through counseling sessions and course registration materials. These individuals were served in programs providing the integration of basic skills with vocational training and/or programs with basic skills tutors.

- Achievements in serving disadvantaged with respect to successful completion to vocational-technical education process

  In addition to the integrated programs mentioned above, disadvantaged individuals were provided with work-study training opportunities in every high school in the state.

- Exemplary programs

  Exemplary programs are in the process of being identified.

3.6 State Leadership and Professional Development
(U.S.D.O.E. Numerical Designation: VII, Reference in Law: Title II, Part A, Sections 301 & 302)

- Accomplishments for state leadership and professional development

  Number of new programs:

  The Vocational-Technical Education Program provided various occupation and career oriented experiences for all students. The objective of the secondary school Vocational-Technical Education program was to equip students with the basic academic and occupational skills and knowledge to enable them to meet entrance requirements for post-secondary occupational programs of their choice and/or to qualify for entry-level positions in one or more cluster of occupations. The sub-program areas included:

Agriculture, Office and Marketing, Home Economics, and Industrial-Technical Education.

- Professional Development

  Professional development opportunities for vocation education personnel were provided throughout the year. These focused on processes, skills, knowledge, and pedagogy. In addition, supplementary part-time teachers were provided with training that included strategies to address the needs of special population learners.

  Tech-Prep projects provided opportunities for teachers to participate in professional development activities that focused on applied academics, curriculum development, integration, and cooperative learning.

- Curriculum Development

  Curriculum development activities occurred in the sub-program areas of Agriculture, Office and Marketing, Home Economics, and Industrial-Technical Education. The activities included infusing core academic learning strategies into the vocational content courses, developing plans for performance/competency-based instruction, an re-examining the curriculum for sequential skill/concept development.

- Exemplary programs

  Exemplary programs are in the process of being identified.

3.7 Community Based Organizations (CBO)

(U.S.D.O.E. Numerical Designation: VIII, Reference in Law: Title III, Part A, Sections 301 & 302)

- Number of students/clients served in project

Disadvantaged	18
Disabled	18
LES	12

- Achievements in programs and support services in depressed areas

  The program effort successfully helped the moderate, severe, and profoundly disabled students meet their many unique and critical vocational needs within specific organizations. Basic skills deficiencies were identified and remediation successfully employed so that students targeted for inclusion in the program could be successfully integrated into existing vocational programs. Educational partnerships with various community based organizations created a better understanding of the D.O.E. curriculum among community members and the target student population. The organizations involved in this collective endeavor, the D.O.E., Lanakila Rehabilitation Center, Goodwill Industries, and the Autistic Vocational Education Center, made this successful program possible.

- Benefits derived under program development, program improvement, curriculum and other ancillary services

  A high degree of focused cooperation was achieved.

- Exemplary programs identified for 1993-1994

  The program was considered successful but it was difficult to ascertain whether it was exemplary as no comparative referent was available.

3.8 Consumer and Homemaking Education

(U.S.D.O.E. Numerical Designation: IX, Reference in Law: Title III, Part B, Sections 311, 312 & 313)

- See Table III, Enrollment in Consumer and Homemaking Education Program, SY 1993-94

- Achievements in programs and support services in depressed areas

  Depressed area schools received additional funding to purchase computers and printers to assist students in their integration of basic skills in their home economics courses. Supplementary textbook reference materials and magazines, food science equipment, and video tapes were purchased to enhance instruction and student learning.

- Achievements in programs and support services in non-depressed areas

  Schools in non-depressed areas enriched their home economics instruction with the purchase of additional science materials for foods and nutrition courses. Computers, printers, and appropriate software were purchased to assist students with basic skills, critical thinking, problem-solving activities, and career awareness. In addition, home economics teachers purchased materials to assist pregnant and parenting teens in developing their self-esteem, increasing their understanding of effective parenting skills, and improving their knowledge of child development and basic nutrition.

- Achievements in State leadership and State administration, including coordination with sex equity counselor

  The sex equity coordinator collected data regarding the enrollment by gender in the home economics programs. The data continued to demonstrate that foods and nutrition classes were gender balanced. Other areas of home economics continue to market their programs and implement appropriate instructional activities for both male and female students.

  The first statewide home economics conference keynote speaker was a female member of the State House of Representatives whose presentation was on the State's perspective on sex equity issues. This discussion provided teachers with a broader understanding of gender issues in the public sector.

- Benefits derived under program development, program improvement, curriculum and other ancillary services

  Consumer and homemaking funds have provided additional teaching strategies, as well as current and emerging knowledge in the field of food science for the teachers. The home economics teachers developed appropriate problem-solving activities using critical thinking and inquiry based processes.

Table III

Enrollment in Consumer and Homemaking Programs
Hawaii State Department of Education
SY 1993-94

Home Economics Courses	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai	Total
Exploring Home Economics	102	156	263	0	102	59	97	779
Comprehensive Home Economics	52	23	94	50	56	74	27	376
Clothing and Textiles	91	44	48	18	60	98	0	359
Family Relationships	32	5	38	103	84	11	0	273
Family Resource Management	21	4	29	0	0	24	0	78
Family Health	25	5	2	3	45	13	0	93
Family Living	50	17	125	186	85	63	16	542
Foods and Nutrition	681	458	456	449	598	384	364	3,390
GRADS	62	28	5	35	35	5	11	181
Home Living Skills	31	22	29	0	10	18	0	110
Housing	0	0	0	0	5	0	0	5
Human Development	127	252	132	80	88	123	0	802
Independent Living	27	40	6	7	0	22	0	102
Independent Studies in Home Ec	18	9	12	13	18	4	6	80
Meal Management	30	0	29	0	20	19	0	98
Personality and Dress	63	33	31	45	18	29	0	219
Total Number of Students	**1,412**	**1,096**	**1,299**	**989**	**1,224**	**946**	**521**	**7,487**

Source of data from 12/93 DOE Student Records Course Enrollment Recap

3.9 Tech Prep

(U.S.D.O.E. Numerical Designation: X, Reference in Law: Title III, Part E, Sections 341-347)

- Number of students (secondary and post-secondary) served by Tech-Prep as a linkage program

  State Tech-Prep programs began to identify students at the secondary level in the 1993-94 school year. Schools were at various stages of development in their Tech-Prep programs. However, for this report, Tech-Prep students were defined as participants involved in a coherent sequence of vocational, mathematics, science, and communication courses that is focused on integration and contextual learning. The secondary curriculum was also articulated and connected with the community college Tech-Prep strand. Only students who meet these criteria were reflected in the count. The breakdown by occupational area was as follows:

Agriculture	35
Technical	23
Consumer/Homemaking	146
Trade and Industry	61
Health	80
Business	55

- Discuss the impact of services provided by the State indicating if the services were rural, urban, or both

  Coordination, technical, and support services were provided to both rural and urban areas throughout the State. Dialogue between academic and vocational educators within the school increased with teachers making time to collaborate and plan together.

  The partnerships with community colleges became more defined as agreements were established.

Table IV

Numbers Breakdown By Schools/Projects

	Aiea	Farrington	Kauai	Lahainaluna	Waialua
Agriculture				35	
Technical (Electronics, Graphics)			23		
Cons/Hmkg (FS)	76			70	
Trade & Industry (Auto, BC, Metals)			24	35	2
Health		70	10		
Business				55	
Totals	76	70	57	195	2

- Description of the planning of Tech-Prep programs between secondary and post-secondary institutions by occupational instructional areas, including apprenticeships

  Maui Project: Maui Community College and Lahainaluna High School continued to work throughout the school year in joint planning and staff development sessions. Occupational instructional areas included: Accounting, Food Service, Auto Body, Auto Technology, Office Administration and Technology, and Agriculture.

  Maui Community College and Maui District continued to address evaluation components that focused on all occupational instructional areas.

  Leeward Project: Leeward District schools together with Leeward, Honolulu, and Kapiolani Community Colleges established articulation agreements and plans for continued dialogue in the following areas: Automotive Technology, Food Service, Travel/Tourism, Business Education, Graphic Arts, and Electronics.

  Kauai Project: Kauai, Waimea, Kapaa High Schools and Kauai Community College worked together to establish Tech-Prep programs in Health Occupations, Electronics, Automotive, Building and Construction, and Business.

  Honolulu Project: Farrington High School and Kapiolani Community College emphasized the Health Occupations component. A sequence of courses was identified and competencies agreed upon. An integrated math, science and language arts course was also developed.

- Document the benefits of Tech-Prep programs and services in meeting the needs of special populations, including nontraditional/sex equity

  Students of special populations were included in all Tech-Prep programs. Benefits as described by coordinators included the increase in self-esteem as students were accepted and welcomed in a heterogeneous environment. These students accepted the challenges and performed well in the different programs. In some cases, special education students served as mentors to other students because of their hands-on skills.

The applied academics curriculum provided additional challenges as students all worked cooperatively to achieve their goals.

- Description of the impact of Tech-Prep professional activities and services on guidance counselors, teachers and others

  Opportunities for professional development were sponsored by the State Tech Prep Steering Committee as well as local consortia. State supported staff development sessions were conducted to introduce Tech-Prep to administrators, teachers, and counselors. In addition, joint training sessions with postsecondary schools that included academic and vocational educators were presented in the applied academic areas.

  Dr. Catherine Chew from Madison Area Technical College (MATC) in Wisconsin presented Tech-Prep material and provided sessions on the role of the counselor on Oahu, Hawaii, and Kauai. Applied Mathematics II and Applied Biology/Chemistry sessions were presented on Oahu and Hawaii.

  Individual projects, addressing the needs of teachers and students, were developed in the areas of "Total Quality Learning," "articulation agreements," and "teaming." A Principles of Technology workshop was also held.

  As a result of these services, the following took place:

  1) curriculum was reviewed and renewed;

  2) competencies were identified;

  3) applied academics materials were reviewed, tested, and evaluated;

  4) Tech-Prep students were identified; and

  5) marketing plans were established.

  In addition, because of the joint participation of academic and vocational educators at high schools and community colleges in these activities, better working relationships and effective partnerships were established.

- Describe the preparatory services provided for participants in Tech-Prep programs

  Support from the State Steering Committee included opportunities for participation in district staff development sessions with a focus on counseling. Individual projects provided counseling and guidance to students through practical arts courses. Individual Career Plans (ICP) and Career Portfolios were developed for Tech-Prep students at different project sites. Counselors and teachers were involved in the career planning and preparation stage at some sites.

  Marketing and counseling continued to be joint efforts as secondary and postsecondary school faculty worked together to prepare students for careers.

- Exemplary programs identified for 1993-1994

  There were several excellent programs during the 1993-1994 school year. *"Tech-Prep: Collaborative Curriculum and Instruction" (Waialua High School and Leeward Community College)* demonstrated the importance of collaboration with the involvement of all faculty members, community college staff, University of Hawaii, and business. As a result of three years of planning, the program was able to:

  1) develop sequenced and career clusters and applied courses in business/management, health/human services, and engineering/mechanical;

  2) modify curriculum and classroom instruction to include applied academics and integration of subject content;

  3) develop a guidance/counseling component with assessment and effective student placement and follow-up.

  As a result of their intensive planning and coordination with the school community and Leeward Community College, an adequate enrollment in Tech-Prep was achieved. There was also a concomitant increase in total vocational education enrollment. Ninety-eight per cent of the faculty became familiar with Tech-Prep. Over 80% of the faculty reported that they were glad to see Tech-Prep and applied academics introduced to

their school. A computerized portfolio system was developed as the result of the planning/coordination effort.

3.10 Integration of Applied Academics into Vocational-Technical Education Programs
(U.S.D.O.E. Numerical Designation: XI, Reference in Law: Title I, Part B, Section 116; Title II, Part A, Section 201; Title II, Part C, Sections 235, 240)

- Number of students in secondary, post-secondary and adult that were enrolled in vocational-technical education programs with the applied academics in 1993-94

  During SY 1993-94, there were 20,788 students enrolled in public secondary vocational-technical education programs in the State of Hawaii. These data are inclusive of special populations.

- Description of the type of activities conducted by the State in developing and implementing applied academics into vocational-technical education

  The State Department of Education implemented applied academics into vocational-technical education in two ways.

  Occupational instructors formed teams with academic teachers to coordinate and correlate curricula. The academic areas of language arts, math, and science were teamed with an occupational area such as auto mechanics. It is hoped that the students' interest in the occupational area will also peak his/her interest in the correlated academic areas. For example, when studying brakes in the automotive class, the student may be studying friction in science. In this way, he or she may find the scientific study of friction much more relevant.

  Other occupational programs made use of part-time teachers in basic skills (PTTs) instructors to help students with basic skills in the occupational class settings. The PTT basic skills instructors tutored individuals and groups who had been identified as needing extra help and work with vocational teachers to ensure the integration of academic and occupational competencies.

  In addition to the above, programs were initiated at several schools which focused on a central vocational theme while embodying the

concept of integration. The Tourism Academy at Waipahu High School integrated the academic core, the community college, and business/industry partnerships. Farrington High School's Travel Academy provided students with an integrated program including Japanese, Modern History of Hawaii, language arts and social studies. Farrington High School's Health Academy focused on health careers and integrated the basic academic core. The Kailua High School Building and Construction Technology Academy provided students with the opportunity to be mentored by building and construction specialists. These senior staff members focused on contextual learning. McKinley High School implemented the Finance Academy in 1993-1994 with good results.

- Description of the services that the SEA/LEA are implementing to provide assistance to special population students with applied academics in vocational-technical education

  The Department offered, on the state and district levels, inservice workshops for teachers, PTT basic skills instructors, and administrators. The topics addressed at these workshops included integrating basic skills into vocational education; using PTT basic skills instructors in the vocational classroom; and using applied academic materials and implementation of the SCANS report. More specifically, workshops focused on integration techniques, content background, effective teaching skills, learning styles, and a discussion of the SCAN report.

- Description of the impact of team teaching, developing curriculum, performance standards and core measures, and other integrating activities on programs, teachers, and students

  Many administrative districts and schools implemented many programs that integrated academics and vocational education. Students benefited from improved, coordinated, and relevant instruction.

- Exemplary programs

  Exemplary programs are still in the process of being identified.

3.11 Career Guidance and Counseling

(U.S.D.O.E. Numerical Designation: XII, Reference in Law: Title II, Title III, Part C, Sections 321-323)

- Types and number of programs and persons served

  Professionally trained counselors worked to ensure that special population students were provided access to all vocational programs through recruitment, enrollment, transitional, and placement activities. In collaboration with school counselors, State Department of Labor Transition Centers and the guidance teachers at the school level, students were provided opportunities for self assessment in order to pursue careers that were meaningful to them.

- National CAREER Development Guidelines included curriculum development and development of competencies

  The Superintendent of the Department of Education was a member of the Hawaii State Occupational Information coordinating committee and worked with the Department of Labor in coordinating interagency projects.

- Activities and services for professional development, Career information Delivery System (CIDS), program evaluation, program effectiveness, Tech-Prep programs and students

  On a statewide basis, guidance and counseling of students in vocational-technical education programs was accomplished through activities such as self-assessment, career planning, career decision-making, activities and programs that included transition activities from school-to-work or post-secondary training. Additionally, programs included gender equity issues and life-long learning attitudes of developing skills for emerging high technology occupations.

- Exemplary programs

  Exemplary programs are in the process of being identified.

Section 4.0

Narrative Summary/Postsecondary:

Federal Priorities

4.1 Programs and Activities

The University of Hawaii Community Colleges (UHCC) provided postsecondary and adult vocational education programs, services, and activities authorized by Title II of the reauthorized Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The goal of the UHCC programs, services, and activities supported through the Carl D. Perkins funds was to improve vocational education and applied technology programs, with the full participation of individuals who were members of special populations (individuals with handicaps, educationally and economically disadvantaged individuals, individuals of limited English proficiency, and individuals who participate in programs designed to eliminate sex bias and in programs to provide single parents, displaced homemakers, and single pregnant women with marketable skills), at a limited number of sites.

- Number of students served

  Refer to Appendix B.

- To the extent that allocated federal funds were available, the University of Hawaii sought to realize the established goals of the Perkins Act by meeting the following objectives

  Provided supplemental or additional staff, equipment, materials, and services that were not provided to other individuals in vocational education and that are essential for individuals who are members of special populations to participate in vocational education.

  Improved vocational education services and activities designed to provide equal access to quality vocational education to individuals who were members of special populations.

  Provided basic skills instruction for vocational education students who were members of special populations when such instruction was related to their instructional program.

  Improved and expanded career counseling, academic advising, and job placement, programs, services or activities to aid students' program completion and employment.

Planned, organized, and conducted activities required to improve current vocational education services and activities leading to academic and occupational skills competencies needed to work in a technologically advanced society.

4.2 Coordination with External Agencies

The Community Colleges were active participants in various statewide and county level program planning coordination activities related to the Job Training Partnership Act and the Adult Education Act. This coordination took place through membership on the Hawaii State Job Coordinating Council, the various private industry councils established in each of the counties, and through participation on the Adult Education Advisory Board.

In addition, the Community Colleges were represented on the State Commission on Employment and Human Resources and the Vocational Education Coordinating Advisory Council.

- Discussion of the coordination procedure(s) for using existing resources and methods from other agencies with vocational-technical education (JTPA, JOBS, etc.)

  The coordination of funds for JTPA came under the jurisdiction of the Department of Labor and Industrial Relations. Agencies within each County were responsible for program implementation, with local officials responsible for the design and implementation of the program.

  There were two levels of operation. The Hawaii Job Training Coordinating Council (HJTCC) planned, coordinated, and monitored the provision of services under JTPA, subject to approval by the Governor. Council members were appointed in each state by its Governor.

  The County programs were operated by the Department of Labor on Hawaii and Maui, by the City and County of Honolulu, and Kauai Community College on Kauai. Funding was provided on a formula basis. Eight percent was given to the State Education Coordination and Grants. Of the 8% funds given to the State Education Coordination and Grants, 20% was retained by DLIR.

While the working relationship was good with formal agreements and clear goals, the 20% retained by DLIR for coordination represented a substantial part of the overall budget.

Coordination with Department of Education with the training for DOE A+ program and the Career Opportunities program was well formulated with well-defined goals and outcomes.

Coordination with JOBS was uneven. Many of the problems were organizational ones as this was a new program. The performance standards were clear and in the contract. The operational aspects were developed but not always effectively communicated.

4.3 Secondary, Postsecondary and Adult Occupational Programs, Services and Activities

(U.S.D.O.E. Numerical Designation: II, Reference in Law: Title II, Part C, Sections 231-232)

- Number of students served

  Refer to Appendix B.

- Description of services and activities

  The University of Hawaii Community Colleges are a vital part of public higher education in the state of Hawaii. They offer two-year Associate in Arts and Associate in Science degrees, as well as Certificates of Achievement and Certificates of Completion in numerous vocational and technical fields. They also offer a wide array of short-term, non-credit instruction and employment training.

  The Community College system consists of the Employment Training Center in Honolulu and seven colleges located on four islands—Honolulu, Kapiolani, Leeward and Windward Community Colleges on Oahu; Hawaii Community College on Hawaii; Kauai Community College on Kauai; and Maui Community College on Maui. The system's area of service extends into rural and isolated locales by Education Centers established on the islands of Molokai and Lanai, on the Waianae coast of Oahu, and in Lahaina and Hana on Maui. Its reach is further

expanded by the use of cable television channels to broadcast classes directly into people's homes.

Because of the system's accessibility, community orientation, varied educational offerings and "open-door" admissions policy, it attracted and served a substantial cross-section of the population in Hawaii in 1993-1994.

- Achievements of programs, services, and activities per Section 235 of the Law

  Examples of programs, services, and activities included:

  The provision of placement services for students who have successfully completed vocational education programs.

  The provision of career counseling and job placement services to currently enrolled and prospective vocational education students.

  The dissemination of institutional data on various vocational programs.

  The provision of opportunities to faculty and staff to attend workshops, seminars, and conferences both inter-state and intrastate.

  The purchase of computer software, books, and supplies for vocational education programs.

  The provision to students of hands-on vocational exploration experience through the Technical Discovery Center.

  The provision of training workshops to increase the competency of peer and student workers in assisting students requesting job placement services.

  The purchase of equipment to improve and/or expand targeted vocational programs.

  The provision of informational activities and publicity for statewide vocational programs.

The provision of remedial services for vocational education students to upgrade their reading, writing, and mathematical skills to levels necessary for successful pursuit of vocational training.

The provision of training for instructors on the use of various computers and software including word-processing software, graphics software, and database software.

- Append exemplary programs to this report, with criteria used in selection

  Criteria were not established. As a consequence, no programs were identified as exemplary.

4.4 Single parents, Displaced Homemakers and Single Pregnant Women
(U.S.D.O.E. Numerical Designation: III, Reference in Law: Title II, Part B, Section 221)

- Total number of single parents and displaced homemakers and single pregnant women served at postsecondary/adult level

  Refer to Appendix B, Table 1.

- Description of services provided to single parents, displaced homemakers, and single pregnant women

  The University of Hawaii Community Colleges' Single Parents and Displaced Homemakers program was employed to help single parents and displaced homemakers gain marketable skills that lead to economic self-sufficiency. The attainment of self-sufficiency was made possible by providing preparatory services, vocational education and training, dependent care, transportation services, special services such as career counseling and job placement, supplies, books, and materials. The program was organized and scheduled so that it was accessible to the individuals enrolled in the program. Activities and services were provided to meet the expressed needs of participants and included:

  Expanded accessibility to vocational and technical services and activities by providing child care and transportation services.

  Use of a variety of communication media to inform those interested in programs and services provided by the single parent and displaced homemaker program.

Expansion of outreach efforts by working with federal, state and local social agencies, and neighborhood boards, among others.

Provision of personal, academic, and career counseling to individual students and groups.

The planning of credit and non-credit courses to meet the needs of single parents and displaced homemakers.

The training of peer counselors to assist coordinators with supportive group counseling.

Provision of centers for single parents and displaced homemakers for social interaction and sharing of related concerns.

Marketing strategies were developed to articulate community and individual awareness of services provided by the community colleges.

Program staff were provided with the opportunities to maintain and upgrade their professional skills in order to provide responsive services to students being assisted in the program.

- Description of any special delivery methods that are unique and/or effective

  Examples of services that appear to be most needed by single parents, displaced homemakers, and single pregnant women include:

  Child care and transportation services were provided.

  Personal, academic, and career counseling to individual students and groups were provided.

- Exemplary program(s) described, with criteria used in their selection

  Criteria were not established. As a consequence no programs were identified as being exemplary.

4.5 Sex Equity

(U.S.D.O.E. Numerical Designation: IV, Reference in Law: Title II, Part B, Sections 222)

- Total number of students in sex equity programs

  Refer to Appendix B.

- Achievements and services provided to reduce sex bias and stereotyping in vocational-technical programs

  Programs were planned, established, and conducted that included basic skills instruction to provide this population with marketable skills.

  Programs were planned, established, and conducted that informed individuals who could participate in sex equity vocational programs about the programs and related services available.

More specifically, the UH Community Colleges

Promoted opportunities for male and female students to explore nontraditional careers in an effort to eliminate sex bias. Courses were offered to provide students with the opportunity to have hands-on experiences in a variety of nontraditional programs. Promotional flyers were mailed out to entering students advertising nontraditional majors. The mailing was sent to single parents, to transition programs at other community colleges, the State of Hawaii Department of Vocational Rehabilitation, and the Department of Education transition centers. A booth promoting nontraditional training was set up at the Employment Training Center's "Women in the Trades Fair" to promote the program.

Female students, in particular, were encouraged to explore nontraditional careers so they might develop a realistic assessment of the physical demands and strength requirements in these careers. Prior to the development of the program the State Apprenticeship Office, Navy Public Works Center, and individuals in private industry were consulted.

Faculty awareness was increased by conducting workshops on issues related to sex bias in an academic setting. This included information about how student access and retention can be increased in nontraditional programs.

Students were offered a wide range of vocational education options in their exploration of nontraditional programs and nontraditional careers. Through this occupational exploration and support, nontraditional careers were presented to students who might not have considered them before.

Faculty/staff awareness of nontraditional careers was increased through workshops on issues of sex bias in an academic setting, including student access and how student retention can be increased in nontraditional programs.

- Description of the accomplishment of preparatory services and vocational-technical education programs and supportive services for girls and women aged 14 to 25

  Females 18 years and over were exposed to nontraditional careers through hands-on experiences in career centers. Deans of Student Services from two campuses offered a one-credit course for nontraditional exploration for both sexes. Information on program requirements, strengths and agility required by various trades were also provided to students. Transition and single parents programs provided females with the opportunity to consider career options other than those originally considered.

- Exemplary program(s) described, with criteria used in their selection

  Criteria were not established. As a consequence no programs were identified as being exemplary.

4.6 Special Populations

(U.S.D.O.E. Numerical Designation: VI, Reference in Law: Title I, Part B, Section 118)

4.6.1 Disabled

- Number of disabled served in programs

  Refer to Appendix B.

- Achievements in providing equal access for disabled; in recruitment; coordination between special education and vocational-technical

education; assessment; career development; and transition from school to work

Most disabled student needs were initially identified by the Department of Rehabilitation with follow-ups conducted by campus special needs coordinators. However, there were some walk-on disabled students that chose to report their disability, while others remained silent. Disabled students were mainstreamed on all campuses. Therefore, it was difficult to identify and assist all disabled students. However, one-to-one counseling and other services and activities were provided at the request of the student or by instructor referrals.

The programs made available additional staff, equipment, materials and services that were not provided to other individuals in vocational education and that were essential for handicapped individuals to participate and be successful in vocational education. For example, the programs:

Assisted students with disabilities in obtaining necessary texts in appropriate print media.

Hired sign interpreters for hearing impaired students for classroom translation of lectured materials.

Provided assistance with the registration process including completion of application, registration, and financial aid information.

Provided career, personal, and academic counseling.

Provided auxiliary equipment such as portable laptop computers, portable tables, cassette recorders, taped texts, magnifiers, and wheelchairs.

Provided tutoring, note taking, mobility and laboratory aids.

Provided Telecommunications Device for the Deaf (TDD).

Provided students with mobility problems on-campus parking and/or handicapped parking.

Provided campus accessibility map showing locations of ramps, restrooms, elevators, and handicapped parking stalls.

- Description of the impact of supplemental services provided to the disabled

  Data were not available since disabled students were mainstreamed.

- Append exemplary program(s) to this report, with criteria used in selection

  Criteria were not established. As a consequence no programs were identified as being exemplary.

4.6.2 Limited English Proficiency (LEP)

- Number of LEP individuals

  Refer to Appendix B.

- Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program

  Provided supplemental or additional staff, equipment, materials and services that were not offered to other individuals in vocational education but which were essential for individuals with limited English proficiency.

  Provided basic English skills instruction for vocational education students who were academically disadvantaged because of their limited English proficiency when such instruction was related to their instructional program.

  Provided tutors to work with limited English proficiency students through Learning Assistance Centers. Tutors provided assistance with peer counseling, university forms, referrals to on and off campus resources, outreach, and assistance with the maintenance of files and computer data.

Instructors and student tutors provided individual and small group tutoring/instruction to vocational education students in intensive ELI classes.

Tests were administered to non-native speakers of English for placement in appropriate English courses. Students enrolled in ELI classes were provided with listening exercises and feedback on a regular basis.

Supplementary learning materials were developed and existing materials were modified for intermediate and advanced intensive ELI classes.

ELI instructors modified/developed supplementary materials for intermediate and advanced intensive ELI classes.

- Append exemplary program(s) to this report, with criteria used in selection

  Criteria were not established. As a consequence no programs were identified as being exemplary.

4.6.3 Disadvantaged

- Number of disadvantaged individuals

  See attached Appendix B.

- Description of the impact of supplemental services provided to the disadvantages

  Campus procedures were not established to measure the impact of supplemental services. However, the following activities and services were provided to disadvantaged students:

  Provided supplemental or additional staff, equipment, materials and services that were not provided to other individuals in vocational education and that were essential for disadvantaged individuals to participate in vocational education.

Improved vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals.

Provided services and activities which made use of the latest technological advances to courses of instruction for disadvantaged individuals.

Provided basic skills instruction for vocational education students who were academically disadvantaged when such instruction was related to their instructional program.

More specifically, the UH Community Colleges

Through the Learning Center offered AIMS (Alternate Instructional Management System), provided courses in basic math, reading, and writing.

Learning Center instructors developed, modified and field-tested learning materials which were included in the customized textbook "Basic Mathematical Skills" published by McGraw-Hill. The text was favorably received by the instructors as well as the students.

The writing instructor re-worked the sequence of requirements in AIMS Basic Writing to provide more focus on editing skills.

Students' need for special support services was based on instructor/counselor referrals and self-reporting. Students received individual tutoring and note-taking services. Placement tests and course related tests were administered on an individual basis to all students who requested such service. Furniture in Learning Centers was modified to accommodate the needs of "physically challenged" students.

Special human development courses were offered to disadvantaged vocational students.

Disadvantaged students were provided equal access and all of the services afforded to non-disadvantaged students.

Tutors were made available and scheduled to work with disadvantaged special needs students through the Learning Centers.

Provided personal, academic and career counseling to disadvantaged students.

Developed a computer program to assist in the early identification of students who were previously on either academic probation or suspension after a break in enrollment.

- Achievements in serving the disadvantaged students with respect to their successful completion of vocational-technical process

  Campus procedures were not established to identify achievements of academically and economically disadvantaged students. This proved impractical as these students were mainstreamed with the regular population.

- Append exemplary program(s) to this report, with criteria used in selection

  Criteria were not established. As a consequence no programs were identified as being exemplary.

4.7 Community Based Organizations
(U.S.D.O.E. Numerical Designation: VIII, Reference in Law: Title III, Part A, Sections 301 & 302)

- Number of student/clients served in project

  The project director asked for an extension for submission of the final report. As of the date of this publication, the report in question was still in preparation. The actual number of participants is not known.

- Achievements in programs and support services in depressed areas

  The project entailed a partnership between Honolulu Community College and Kuhio Park Terrace. The community based organization, Kuhio Park Terrace, is a non-profit agency designed to meet the needs of residents of a culturally diverse and economically disadvantaged housing project.

Honolulu Community College and the Kuhio Park Terrace Association sought to:

1) provide appropriate facilities for workshops, seminars, and computer classes;
2) assist in the selection of a part-time counselor/project coordinator;
3) assist in the formative evaluation process;
4) provide publicity about the project's educational activities; and
5) recruit appropriate disadvantaged youth for participation in learning activities.

- Exemplary programs identified for 1993-1994

  The program appears to have been successful. Assessment of its effectiveness will have to await receipt of the final evaluation report.

4.8 Career Guidance and Counseling
(U.S.D.O.E. Numerical Designation: XII, Reference in Law: Title II, Title III, Part C, Sections 321-323)

- Types, number and description of programs and persons served

  The UH Community Colleges offered a wide range of services and activities throughout the academic year and summer months. Students were encouraged to seek individual or group counseling, testing, career counseling vocational testing, and off-campus placement, and other related activities. Some colleges offered vocational exploration experiences. These coordinated activities were designed to assist students in the various phases of academic development, career awareness, career exploration and career preparation.

  The Colleges also provided Career Libraries which included audio-visual career resource materials for student and faculty use. For example: Career Kokua was maintained to provide a computerized Career Information System containing current data on local occupations, wages, and schools; short video tapes of various vocational programs, college catalogs from various intra- and inter-state college programs; career explorations, job search and personal development slide tapes.

Counselors were made available to assist prospective as well as enrolled students with educational, personal, and vocational problems and concerns. Counseling services were made available in the areas of self-evaluation, selection of vocation, and program planning. Vocational tests and interest inventories were also made available to the students, upon request to assist them in narrowing possible career choices. Some Colleges offered computer-assisted advising programs to help students with selection of program courses and requirements for graduation.

Section 5.0

Corrections Activities

(U.S.D.O.E. Numerical Designation: V,
Reference in Law: Title II, Part B, Section 225)

5.1 Use of Carl D. Perkins 1% Set Aside Funds for Corrections

- Description of activities undertaken by the Department of Public Safety

  Supported the establishment, upgrade, and maintenance of computer science training programs at the Maui Correctional Facility and the Halawa Correctional Facility.

  Provided Staff Development opportunities for PSD educational staff.

  Established vocational assessment and guidance programs at all facilities.

  Supported a Computer Operator Training Program at the Oahu Community Correctional Facility.

  Supported an Electrician Training Program at the Oahu Community Correctional Facility.

  Supported a Graphic Art Training Program at the Oahu Community Correctional Facility.

Section 6.0

Additional State Activities

6.1 Ancillary Services

The principal function of the Western Curriculum Coordination Center (WCCC), although it has many, is to provide a resource center with vocational/occupational curriculum materials and other relevant documents and media for vocational/occupational educators in Hawaii, the Western States, and the Pacific Basin. In 1993-1994, it also sponsored relevant conferences and seminars. The location of this resource center in Hawaii provided local educators with some real advantages. WCCC served not only teachers and administrators but trainers in business, industry, and government as well.

The Hawaii Career Information Delivery System, better known as Career Kokua, provided career and educational information to about 220 sites in Hawaii through microcomputers, dial-up computer networks and publications. The system offered career assessments and localized up-to-date occupational, training, school, financial aid, and community resource information. Administered by the Hawaii State Department of Labor and Industrial Relations, Career Kokua was utilized by all public high schools, many intermediate and elementary schools, all community colleges, the University of Hawaii, and various rehabilitation and employment and training agencies.

6.2 Planning Activities

The State Board for Vocational Education, through its administrative arm, continued to provide the operating agencies with planning guidelines and resource materials for use in the preparation of LEA proposals. State needs assessment planning activities were conducted with the eligible recipients. In 1994 a Multi-Year State Plan for the Administration of Vocational Education for the fiscal years 1995-1996 was prepared. Public hearings were held, appropriate reviews conducted and the plan was approved by the U.S.D.O.E. in July of 1994. Local plans prepared by the operating agencies were also prepared and approved by the State Board in a timely fashion.

6.3 Coordination with Other Vocational/Occupational Training Agencies

The State Board for Vocational Education organized, implemented, and used a mechanism to coordinate and plan activities with agencies having complementary vocational training activities as prescribed by P.L. 101-392. The organization is called the Inter-Agency Vocational Education Coordinating Committee. It is composed of representatives from the following agencies:

D.O.E. Adult and Early Childhood Section

Division of Apprenticeship, D.L.I.R.

Division of Vocational Rehabilitation

Employment Training Office (ESEA, Title I, Chapter I, Project)

Job Corps

Native Hawaiian Vocational Education Program

Office of Employment and Training Administration (JTPA Administration)

State Board for Vocational Education

State Council on Vocational Education

The committee met as needed during the 1993-94 academic year. Meetings were held as appropriate. Among the topics discussed were the State Plan, the Vision Statement, and School-to-Work initiatives.

6.4 Evaluation

Title I, Part B, Section 111 (a)(1) stipulates that the responsibilities of the State Board shall include: "(A) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this Act pursuant to section 113 (b)(8), section 116, and section 117." Section 113 (b)(8) stipulates that each State plan shall "provide assurances that the State will performance for vocational education programs at the State level that meets the requirements of section 115." Section 116 pertains to the State assessment as a means for measuring program quality and is based on an assessment of eleven required criteria. Section 117,

Program Evaluation and Improvement, (a) Annual Evaluation, stipulates, in part, that "each recipient of financial assistance under part C of title II under this Act based on the standards and measures (or modifications thereto) developed as required by section 115."

The State Board for Vocational Education met the evaluation requirements set forth in section 111 (a)(1). Specifically, in 1992-93, a statewide system of core standards and measures of performance was implemented within the secondary and post-secondary systems. The two eligible recipients for title II, part C, funds conducted an annual evaluation of the effectiveness of their respective programs based on their respective core standards and measures of performance. Both recipients reported that they met or exceeded their respective core standards. In the respective secondary and post-secondary sections of this Annual Performance Report, the progress both eligible recipients are making toward achieving needs identified in the Multi-Year VOCATIONAL EDUCATION PLAN For Hawaii: FY 1992 - FY 1994 is described.

6.5 Coordination with Other Vocational/Occupational Training Agencies

6.5.1 School-to-Work Opportunities Planning Grant

The State Director for Vocational Education convened key administrators from the Hawaii State Departments of Labor and Education as well as the community college system to explore options that might be included in the Hawaii School-to-Work Opportunities Planning Grant proposal. The Planning Grant, made available to all states from the U.S. Departments of Education and Labor, provides an opportunity for each state to develop a systems approach to workforce development efforts. This systems approach necessitated the coordination of all vocational/occupational training agencies. Staff from the Office of the State Director for Vocational Education continued the coordination effort by serving on the Support Group for the School-to-Work Executive Council. The Support Group included representatives from the State Council on Vocational Education, the Hawaii State Occupational Information System, Department of Labor Transition Centers, and the Department of Education.

6.5.2. All-Hawaii Career and Vocational Education Convention

The combined efforts of the Department of Education, Department of Labor, and the Community College System lead by the Office of the State Director for Vocational Education resulted in the successful 1993 All-Hawaii Career and Vocational Education Convention. Representatives from such agencies as Career Kokua, the State Council on Vocational Education, the Chamber of Commerce, Transition Centers, and Apprenticeship Training were assembled to work with secondary and postsecondary educators. A record number of attendees participated in the Convention which featured U.S. Assistant Secretary of Education August Kappner.

In conjunction with the All-Hawaii Career and Vocational Education Convention, the Western and East Central Curriculum Coordination Centers held a joint business meeting in response to an invitation from an Office of the State Director staff member who serves as the State Liaison Representative (SLR) to the Western CCC. Each of these Centers services approximately ten states/territories which are represented by State Liaison Representatives. Consequently the Office of the State Director for Vocational Education had numerous coordination opportunities with curriculum specialists from approximately 20 other states and territories. The special expertise of each of these individuals was made known to Hawaii occupational and career professionals and additional networking and/or coordinating linkages were made possible.

6.6 Research & Development

6.6.1 Senior Executive Development Fellowship Program

The State Director for Vocational Education and a staff member submitted a successful application to The National Vocational Technical Education Foundation to participate in a Senior Residential Executive Development Program sponsored with The Johns Hopkins University Institute for Policy Studies through a grant from The DeWitt Wallace-Reader's Digest Fund. Nine other states were also awarded fellowships. The program was designed to engage vocational education leaders in an interactive, rigorous intellectual process to enhance their understanding of the

political and policy context for decision making, provide advanced tools of economic and social analysis and help develop a scenario for action planning using the case study method. The Office of the State Director for Vocational Education applied much of the learning which took place in furthering the development of workforce preparation programs in Hawaii.

6.6.2 School-to-Work Opportunities

The State Director for Vocational Education initiated the school-to-work planning proposal which was submitted to the U.S. Departments of Labor and Education for funding. Subsequently, the State of Hawaii was awarded $200,000 to develop the groundwork necessary for the State to compete for school-to-work implementation grant funds. The School-to-Work Opportunities legislation has far-reaching implications for the reformation of both the secondary and postsecondary education systems. Upon receipt of the planning funds, Governor John Waihee appointed a School-to-Work Executive Council which is currently studying various alternatives for the development of this system. The Office of the State Director for Vocational Education continue to contribute to the development of this system by serving on the Support Group for the School-to-Work Executive Council. In addition, the State Director for Vocational Education and a staff member have been appointed by the Governor and the State Superintendent of Public Instruction to serve on two of the nine work groups which comprise the Goals 2000: Educate America for which Hawaii has been awarded funding. Implementing Goals 2000 and the School-to-Work Opportunities legislation provided many avenues for linkages between secondary and postsecondary education, vocational and academic education, and education and business. Fostering these linkages requires careful coordination and the Office of the State Director for Vocational Education continues to be committed to this effort.

6.6.3 Program Improvement

To assist program development efforts, the Office of the State Director for Vocational Education provided information and access to resources

through the monthly dissemination of four newsletters. One newsletter addressed equity and single parent issues; another featured career information; a third advertised resources available through the Western Curriculum Coordination Center; and the fourth provided a digest of information gleaned from national newsletters and other sources as well as information about local conferences and programs. These newsletters were shared with a large vocational education community, including the legislature, union organizations, private business, and other public agencies.

Vocational education program improvement resources available for loan from the Office of the State Director for Vocational Education were also described in these newsletters. The resources included documents related to curriculum development, evaluation, planning, exemplary programs, and current research in the field of workforce development.

6.6.4 National Association of State Directors for Vocational Education

A proposal submitted by the Office of the State Director for Vocational Education to host the 1995 fall meeting of the National Association of State Directors for Vocational Education was accepted at the winter meeting of the Association. Hosting this august group and the resources they represent should provide a diversified development opportunity for Hawaii vocational educators.

6.6.5. V-TECS

During the 1993-94 year, Hawaii joined the consortium of states which make up V-TECS. As a consequence, V-TECS provided nationally validated occupational and employability skills task lists for numerous occupations. For most of these task lists, V-TECS also provided related academic skill items, a test item bank, and curriculum implementation suggestions. As vocational education moves toward national standards and a competency based curriculum, V-TECS will probably continue to provide a valuable resource for Hawaii vocational educators.

6.7 State Leadership

6.7.1 Professional Development of Pre- and In-Service Teachers

a. All-Hawaii Career and Vocational Education Convention

The Office of the State Director for Vocational Education was the lead agency for the 1993 All-Hawaii Career and Vocational Education Convention and worked with numerous agencies and organizations to provide a diverse professional development opportunity for career and vocational educators. Because the State Director's Office successfully campaigned to have two of the nation's vocational curriculum coordination centers hold a joint business meeting with the Convention, the Convention Program Planning Committee was able to draw upon the Curriculum Center representatives to serve as presenters. This unique coordination effort afforded Hawaii educators an opportunity to learn firsthand about various career and vocational education programs being conducted in the western and east central states.

b. V-TECS

In-service training for V-TECS site coordinators was conducted in October and again in April. The Associate Director for V-TECS provided two-day intensive training sessions so that site coordinators would be better able to assist their colleagues in using the V-TECS software. General awareness sessions were also conducted on each of the major islands by the V-TECS Associate Director to inform vocational educators of the curriculum development possibilities that V-TECS provides.

6.7.2 Development, Dissemination, and Field Testing of Curricula

a. Western Curriculum Coordination Center State Liaison Representative

A staff member of the Office of the State Director for Vocational Education served as the State Liaison Representative (SLR) to the Western Curriculum Coordination Center (WCCC). The WCCC is one of six regionally based curriculum centers which makes available

curriculum resources and information to vocational educators. Each state or territory served by a Center is represented by an SLR. SLR linkages make possible the sharing of model curricula with vocational educators within each state so that the duplication of curriculum development efforts can be avoided. Hawaii educators have adapted numerous curriculum materials from other states.

b. V-TECS

Consortium membership to V-TECS through the Office of the State Director for Vocational Education provided Hawaii educators with up-to-date nationally validated task lists for occupations requiring vocational education. V-TECS is a consortium of states interested in providing valid and relevant curricula in their vocational programs. The task lists provided by V-TECS were the basis for competency-based curricula and made possible the smooth transition of students from secondary to postsecondary education and/or the workforce.

c. Program Improvement Resources

The Office of the State Director for Vocational Education maintained a library of current research which is made available to anyone developing, revising, and implementing vocational programs. The research materials were the basis for making decisions concerning program changes. The resources also included information about exemplary projects which assisted Hawaii educators in modeling their programs after successful and innovative tested strategies. The Office of the State Director disseminated monthly newsletters which included information about curriculum resources, exemplary projects, and model program development.

6.8 Single Parents, Displaced Homemakers and Single Pregnant Women

Hawaii designated seven and a half percent (7 1/2%) of the state's Federal Vocational Education Grant for services and programs benefiting this population. On a competitive basis funds were awarded to the University of Hawaii Community Colleges (UHCC) to serve single parents and displaced

homemakers and to the State of Hawaii Department of Education (DOE), the sole state school district, to serve pregnant and parenting teens.

Post Secondary

The University of Hawaii Community Colleges' Single Parents and Displaced Homemakers (SP/DH) Project funded services at seven of the eight Community Colleges/Centers across the state. Each campus had latitude in prioritizing services designed to help single parents and displaced homemakers gain marketable skills that could lead to economic self-sufficiency. The attainment of self-sufficiency is possible by providing preparatory services, vocational education and training, dependent care, transportation, special services such as career counseling and job placement, supplies, books, and materials.

This was a challenging year for the SP/DH programs. Several economic factors, including general budget cuts to the system as a whole, reduced child care funds from the mandated state agency and a cut in the Perkins SP/DH grant, created a number of problems. Despite this the following services were provided:

Number of service sites receiving vocational SP/DH funds	7
Number of SP/DH students receiving services	2,162
Number of SP/DH students receiving child care	60
Number of SP/DH students receiving tuition assistance	252
Number of SP/DH students receiving book/supply stipends	146

In addition to these quantifiable supports for the target population, the following activities benefited SP/DH students:

Provided outreach and recruitment through a variety of communication media (TV, radio, newspaper ads) as well as personal presentations (community organizations, state college and career fair) to inform the target population about programs and services provided by the SP/DH program.

Participated in collaborative efforts with federal, state and local social service, and employment and training agencies, among others. Several sites linked with JOBS programs. On one campus, over 200 SP/DH were served by the Tech Discovery Center, most of them JOBS clientele.

Actively solicited for scholarships funded through private funds enabled one campus to offer seven (7) such scholarships and others to subsidize expenses such as child care.

Provided personal, academic, and career counseling provided to individual students and groups. One site delivered SP/DH classes and services in an off-campus location convenient to a high concentration of low-income SP/DH.

Developed and delivered credit and non-credit courses to meet the pre-vocational needs of SP/DH. Both day and evening classes meet a broader range of student needs.

Trained program staff to maintain and upgrade their professional skills in order to provide services responsive to students being assisted in the program.

Expanded outreach and information to secondary teen parent programs in order to articulate vocational options to that group.

Services that appeared to be the most needed by single parents and displaced homemakers included child care, transportation, and personalized counseling and case management services. The UHCC SP/DH programs leveraged many resources outside of the vocational grant to meet such needs. They included JTPA, Alu Like, Pell Grants, private trusts and foundations, and federal Child Care and Development Block Grant funds administered by the state's Department of Human Services.

Secondary

The competitive award process enabled the State of Hawaii Department of Education to increase its single parent funds by almost 100%. All 38 high

schools in the state had some level of service for teen parents and the number of campuses receiving vocational SP/DH funds increased to eighteen (18), offering supplementary services, mainly child care and case management. Major activities targeting the pregnant and parenting teen population included:

Identification and monitoring of 1173 pregnant or parenting teens.

Identification and monitoring of 138 teen fathers.

Provision of direct services to 648 teen mothers.

Integration of special programs on campus with the pregnant and parenting teen program.

Use of 21 FTE teachers, distributed across 30 schools to assist with teen parent program needs. And additional six part time teachers are also

Provision of four case managers to meet the special service needs of teen parents.

Cooperation with community resources such as Department of Human Services and Department of Labor to meet educational goals.

Provision of on-site technical assistance meetings at fifteen service sites statewide.

Provision of training conference attended by 100 teen parent teachers, school health personnel, administrators, and community based service providers.

Provision of child care for up to 40 teen parents at a time. The actual number of beneficiaries of this support was 43.

The project established quantifiable goals for participants by which success could be measured. They included:

80% of students will obtain a passing grade in academic and vocational courses.

Attendance rate will be no less than 70%

Graduation rates and grade promotion will increase by 10%

Student employment or work/study participation will increase by 10%

These goals were met and exceeded by several school sites, but others had start-up delays. Of the thirteen sites that became fully operational, six met or exceeded all goals. Technical assistance and support was developed to enable the other sites to a) become fully operational and b) meet project objectives.

In addition to measurable goals, the secondary project moved closer to complete adoption of the GRADS (Graduation Reality and Dual-role Skills) curriculum, a nationally validated system for delivering educational, social, and health services to teen parents. A three day training conducted by a consultant from program headquarters was attended by nineteen teachers of teen parents. Also, two statewide conferences were conducted, one centered on non-traditional vocational options for teen parents. These were attended by over 75 educators each.

At the state and local levels there was a visible increase in participation by Department of Education administrators, educational specialists, teachers, and counselors with the state and local community efforts to integrate services and programs that promote educational success, social well-being, and good health for this very high risk group of parents and their children. The Department participated in a vocationally funded study to reconcile the number of teen parents identified by schools with the Department of Health birth certificate count.

The secondary project worked diligently on better data collection procedures. Data now identifies the age, ethnicity, and geographical distribution of teen parents. This hopefully will lead to the development of better targeted services and information that is useful to all service providers.

An ongoing problem continued to be the high cost of infant care. Despite typical fees of over $400 per month per child, there remained a huge shortage of quality infant care available across the state. Department of

Education personnel became involved in the issue of increasing infant care capacity to alleviate the problem. Through a combination of funding, six schools obtained on-campus child care and several more are working on developing such a service.

6.9 Sex Equity

Three percent of the state's Federal Vocational Education Grant was used to promote participation in vocational training for women and men that was non-traditional for their gender. The activities conducted include:

A "Leadership and Planning for Sex Equity Programs" project, jointly sponsored by the Office of the Chancellor for Community Colleges and the Hawaii State Department of Education was continued for the second year. A mission statement and plan of action was printed and widely distributed to both departments. A statewide conference with a nationally known speaker was planned jointly and also included personnel from the Departments of Labor and Public Safety (Corrections).

Post Secondary

In addition to initiating a secondary - post secondary collaboration for targeting gender equity issues, the UHCC develop a number of campus based initiatives.

A strength training project at the state's largest post-secondary industrial/technical training institution. This project included a fitness level compendium listing fourteen different trades and their strength requirements; a variety of awareness activities, several types of strength building options, posters, and a student developed video tape. The target group for this project was all pre-vocational and vocational students exploring these trades. Special emphasis was directed to the under represented gender where appropriate.

A marketing campaign that developed book covers, posters, book marks, and other material marketing non-traditional vocations for distribution at high school presentations, career fairs, and campus tours, and other such events.

A curriculum guide to accompany a locally developed video called "New Frontiers in Employment." This guide provided secondary and post secondary programs with activities and resource lists to develop awareness and understanding of non-traditional vocations. It was distributed to all secondary schools and community colleges in the state of Hawaii, plus several JTPA grantees, JOBS offices, and community based organizations involved with employment issues.

Secondary

A statewide secondary school project was continued which included curriculum development, training workshops, materials acquisition, and statistical analysis. The target group for technical assistance was all secondary school personnel, especially vocational teachers, administrators, and those involved with career education.

Six "Train the Trainer" workshops in the detection and prevention of sexual harassment was attended by 78 Department personnel.

Customized site-based technical assistance and training on issues of access, recruitment, and retention of non-traditional students was provided for eleven schools.

A week long hands on "marketing vocational equity" workshop that produced posters, display materials, brochures, and other recruitment resources was held. Twenty-six teachers from eighteen schools participated.

A Third Annual Sex Equity Summer Inservice Training Workshop was conducted and attended by thirteen teachers and counselors.

Exhibits addressing vocational equity were prepared for VocFest '94, an annual community event at a large shopping center. Parents, businesses, and the community were the target population for this activity.

An Educator's In Industry course that included non-traditional job shadowing for 10 teachers and counselors was held.

6.10 Community Based Organizations

Three CBOs contributed time and expertise to achieving gender equity in vocational education.

The Girl Scout Council of Hawaii held its fifth annual Teaming For Tomorrow, a non-traditional mentoring project for high school girls. This activity has continued to gain partners and support from the business and educational community. The evaluations from participants were overwhelmingly positive.

A local chapter of American Association of University Women organized the GEMS conference (Girls Engaged in Math and Science) as a Saturday morning activity that provided young girls with hands-on activities under the supervision of female professionals from science and math related occupations.

A County Committee of the Status of Women joined with a local school district to purchase and use print and AV materials about gender equity in local schools.

The Sex Equity Administrator provided technical assistance to many community groups including major input on two grant applications that involved seeking funds for training women in non-traditional occupations.

A monthly newsletter, *VocEquity* was distributed to over a thousand names during that academic school year. It included articles on single and teen parent issues, non-traditional vocations, and gender equity. This was also a vehicle for offering free and cost subsidized video and print resources to schools and the community.

The Sex Equity Administrator was actively involved in the states Non-traditional Task Force, a coalition comprised of secondary and post secondary educators; JTPA, apprenticeship, union, industry and other labor related entities; community based organizations, and JOBS.

OSDVE spearheaded a three part, technical assistance symposium with "Women Work!," a national women's employment organization. The

first part brought together planners and service providers from JTPA, community college SP/DH programs, the State Commission on the Status of Women, Alu Like, JOBS, and community agencies. Their purpose was to establish priorities for economic self-sufficiency for women.

The Sex Equity Administrator sat on the Teen Parent Council to provide input and gather information on meeting the education/vocational needs of teen parents.

A major report was developed with a national organization using 1990 Census Tract Tapes to quantify and describe single parents and displaced homemakers by age, income, educational attainment, race, and other demographic factors. This report will be widely distributed for use in program planning.

6.11 Technical Committees

The State-wide Technical Committee on Hotel Front Office Operations recently completed it's work. The report was distributed to libraries, schools, colleges, and other interested parties and agencies. This companion document is enclosed and is entitled *An Inventory of Skills, Knowledge, and Attitudes Necessary for a Career in Front Office Operations.*

At present the State-wide Technical Committee in Metals Technology is working hard to complete its work. Consensus exists in many skills areas.

In 1993-1994, as in all previous years of the Carl Perkins Act at least two Technical Committees were active. The efforts of some committees have taken longer than others.

Reprints of the reports of all committees that has completed their work to date can be obtained from OSDVE.

6.12 Civil Rights Monitoring and Administration of the Methods of Administration (MOA)

During program year 1993-94, the nine schools (Kaiser, Castle, Nanakuli, Waialua, Leilehua, Konawaena, Pahoa, Lahainaluna, Waimea), Honolulu Community College, and the Employment Training Center were reviewed

through "desk audits" as part of the Office of Civil Rights (OCR) compliance effort. These audits, based solely on the results of a numerical analysis of enrollment patterns, compared the demographic characteristics of the vocational programs reviewed against the profile of the total school population or, in the case of the community colleges, the general service area. On-site compliance reviews were conducted at two high schools (Konawaena and Lahainaluna) and at the Employment Training Center. Technical assistance, orientations and in-servicing workshops were provided to the schools and colleges on developing fair and equitable admission policies, gender equity issues, and civil rights requirements in vocational education. The MOA coordinator participated in the Vocational Education Methods of Administration National Conference in Washington, D.C., and presented a summary of her research on "Trends in Occupational Sex Segregation in Hawaii Vocational Programs and the Labor Force.

6.13 Other State Leadership Activities

The University of Hawaii College of Education received a "seed grant" under Title II, Part A - State Leadership, to support the integration of academic and vocational education for a project aimed at pre- and inservice vocational education teacher education. The development of an applied academics teacher training laboratory and associated pedagogic strategies was supported under this project.

McKinley High School received a "seed grant" under Title II, Part A - State Leadership, to support the development of a school-within-a-school Academy of Finance. The project developed interdisciplinary units in Language Arts, Mathematics, Social Science, and Business with a finance theme and incorporated the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and foundation skills.

Appendix A

Secondary Statistical Summary

Table I

SECONDARY ENROLLMENT | Period report covers: 1993 - 94 | OMB NO. 1830-0503 Exp. 10-31-97

State: Hawaii | Name: Anthony Calabrese | Ph: (808) 733-9120 | Page 1

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		MALE	FEMALE									
AGRICULTURE	1,820	1,640	180	–	–	–	–	–	–	–	–	–
MARKETING	1,413	512	901	–	–	–	–	–	–	–	–	–
TECHNICAL	3,234	3,082	152	–	–	–	–	–	–	–	–	–
CONS/ HMKING ED	7,487	2,845	4,642	–	–	–	–	–	–	–	–	–
OCC HOME EC	1,693	843	850	–	–	–	–	–	–	–	–	–
TRADE & INDUSTRY	–	–	–	–	–	–	–	–	–	–	–	–
HEALTH	295	42	253	–	–	–	–	–	–	–	–	–
BUSINESS	4,846	1,506	3,340	–	–	–	–	–	–	–	–	–
TECH ED/1A	–	–	–	–	–	–	–	–	–	–	–	–
GRAND TOTAL	20,788	10,470	10,318	–	951	775	1,300	–	–	–	–	–

Note: A hyphen does not denote an absence of participants. It simply indicates that no documentation at that level of detail exists.

Source of data from 12/93 DOE Student Records Course Enrollment Recap.

Table II

SECONDARY ENROLLMENT | Period report covers: 1993 - 94 | OMB NO. 1830-0503 Exp. 10-31-97

State: Hawaii | Name: Anthony Calabrese | Ph: (808) 733-9120 | Page 2

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOT ENR	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED		MIL	OTHER	
									RLTD	OTHER			
AGRICULTURE	1,820	1,640	180	35	–	–	–	–	–	–	–	–	–
MARKETING	1,413	512	901	–	153	–	–	–	–	–	–	–	53
TECHNICAL	3,234	3,082	152	23	–	–	–	–	–	–	–	–	–
CONS/ HMKING ED	7,487	2,845	4,642	146	51	–	–	–	–	–	–	–	–
OCC HOME EC	1,693	843	850	–	–	–	–	–	–	–	–	–	–
TRADE & INDUSTRY	–	–	–	41	–	–	–	–	–	–	–	–	–
HEALTH	295	42	253	80	–	–	–	–	–	–	–	–	–
BUSINESS	4,846	1,506	3,340	55	–	–	–	–	–	–	–	–	75
TECH ED/I.A.	–	–	–	–	–	–	–	–	–	–	–	–	–
GRAND TOTAL	20,788	10,470	10,318	380	204	–	–	–	–	–	–	–	128

Note: A hyphen does not denote an absence of participants. It simply indicates that no documentation at that level of detail exists.

Source of data from 12/93 DOE Student Records Course Enrollment Recap.

Appendix B

Post-secondary Statistical Summary

Table I

POSTSECONDARY ENROLLMENT | Period report covers: Fall 1993 | OMB NO. 1830-0503 Exp. 10-31-97

State: Hawaii | Name: John K. Muth | Ph: (808) 956-3867 | Page 1

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		MALE	FEMALE									
AGRICULTURE	126	97	29	126	29	1	2	–	5	29	–	–
MARKETING	141	63	78	141	28	5	6	–	8	63	–	–
TECHNICAL	3,292	1,769	1,523	3,292	1,469	120	163	–	157	603	–	–
CONS/ HMKING ED	–	–	–	–	–	–	–	–	–	–	–	–
OCC HOME EC	–	–	–	–	–	–	–	–	–	–	–	–
TRADE & INDUSTRY	1,347	1,280	67	1,347	753	59	40	–	52	67	–	–
HEALTH	1,131	228	903	1,131	212	31	14	–	124	153	–	–
BUSINESS	2,608	571	2,037	2,608	731	100	62	–	231	462	–	–
TECH ED/I.A.	–	–	–	–	–	–	–	–	–	–	–	–
GRAND TOTAL	8,645	4,008	4,637	8,645	3,222	316	287	–	577	1,377	–	–

Note: A hyphen does not denote an absence of participants. It simply indicates that no documentation at that level of detail exists.

Table II

POSTSECONDARY ENROLLMENT | Period report covers: Fall 1993 | OMB NO. 1830-0503 Exp. 10-31-97

State: Hawaii | Name: Kenneth A. Meehan | Ph: (808) 956-5145 | Page 2

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
		TOTAL		LINKAGE				PLACEMENT					CURRENT
	TOT ENR	MALE	FEMALE	TECH PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED		MIL	OTHER	TEACHERS
									RLTD	OTHER			
AGRICULTURE	126	97	29										
MARKETING	141	63	78										
TECHNICAL	3,292	1,769	1,523										
CONS/ HMKING ED	–	–	–										
OCC HOME EC	–	–	–										
TRADE & INDUSTRY	1,347	1,280	67										
HEALTH	1,131	228	903										
BUSINESS	2,608	571	2,037										
TECH ED/I.A.	–	–	–										
GRAND TOTAL	8,645	4,008	4,637										

Note: A hyphen does not denote an absence of participants. It simply indicates that no documentation at that level of detail exists.

Headcount data for the right side of this table are currently unavailable.

OMB No. 1830-0503
Exp. 01-31-97

Definitions

The definitions of the following terms used in this document were taken from the language in the Carl D. Perkins Vocational and Applied Technology Education Act or U.S. Department of Education Regulations.

1. **Regular Student**: A "regular" student is one who does not meet the definitions of the special populations found in Section 521 of the Act and Section 400.4 of the vocational Education Regulations.

2. **Disadvantaged**: The term "disadvantaged" means individuals (other than individuals with handicaps) who have economic or academic disadvantaged and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. Law: Section 502 (13) Regulations: Section 400.4.

3. **LEP**: The term "limited English proficiency" has the meaning given such term in section 703 (a) (1) of the Elementary and Secondary Education Act of 1965. Law: Section 502 (21) Regulations: Section 400.4.

4. **Disabled**: "Individual with disabilities" means - (1) Any individual who - (i) Has a physical or mental impairment that substantially limits one or more of the major life activities of that individual: (ii) Has a record of impairment described in paragraph (i) of this definition; or (iii) Is regarded as having an impairment described in paragraph (i) of this definition. (2) Any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; or (3) Any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973. (Authority: 42 U.S.C. 12102 (2)). Law: Section 502 (19) Regulations: Section 400.4.

5. **Criminal Offender**: "Criminal offender: means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. Law: Section (562) (a).

6. **Correctional Institution**: "Correctional institution" means any (1) Prison; (2) Jail; (3) Reformatory; (4) Work farm; (5) Detention Center; or (6) Halfway House, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. Law: Section 502 (10).

7. **Single Parent**: "Single parent" means an individual who -- (1) Is unmarried or legally separated from a spouse; and (2) (i) Has a minor child or children for which the parent has either custody or joint custody; or (ii) Is pregnant. Law: Section 502 (30) Regulation: Section 400.4.

8. **Displaced Homemakers:** The term "displaced homemaker" means an individual who- "(A) is an adult; and "(B) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; "(ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; "(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or "(iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or "(C) is described in subparagraph (A) or (B) and is a criminal offender." Law: Section 502 (14) Regulations: Section 400.4.

9. **Nontraditional**: A "nontraditional" vocational education program or course for males is one where female enrollments are 75.1 to 100 percent of all students enrolled; a "nontraditional" vocational education program or course for females is one where male enrollments are 75.1 to 100 percent of all students enrolled.

10. **Adult**: An "adult" is a person who has already entered the labor market or who has completed or left high school.

11. **Program Completer**: "Program completer" means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills, (for the period the report covers). Public Law 1977 Regulations: Section 104.404 (c) (1).

12. **Work Study**: Since neither the Perkins Act nor the implementing regulations contain a definition of work-study, a State may develop its own standards (as long as they are consistent with the purposes of the Perkins Act), or use the standards that applied to work-study programs under Section 400.523 (a) through (e) of the regulations which implemented the Vocational Education Act, P.L. 94-482. (The Vocational Education Act of 1976) Public Law 94-482. 1977 Regulations: Section 400.523.

13. **Urban**: The Census Bureau defines "urban" for the 1990 census as comprising all territory, population, and housing units in urbanized areas and in places of 2,500 or more persons. Department of Commerce, Bureau of Census.

14. **Rural**: The term "rural" means Territory, population, and housing units not classified as urban. Department of Commerce, Bureau of Census.

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